



MARKING AND PRESENTATION POLICY

September 2017

INTRODUCTION

The marking and feedback process is a multi-purpose role:

- we assess what a child has learnt and understood
- we monitor individual progress
- we share learning goals with pupils
- we aim to help pupils to know and to recognise the standards they are aiming for
- we identify errors, explain areas of difficulty
- we involve the pupils in self assessment
- we provide feedback, verbal and written, which leads to pupils recognising their next steps and how to take them
- we believe that every pupil has the potential to improve
- we involve both teachers and pupils in reviewing and reflecting on assessment data

When staff mark we must give fair and frank judgements, whilst also building on the positive. Assisting children in evaluating the quality of their own work is seen as crucial if we are to help them to improve and develop further.

AUDIENCE

This policy is intended to inform all staff, governors and parents.

Copies are distributed to all staff. A copy is placed on the Teacher drive, Office computer and distributed to others on request.

AIMS

At Farington Moss St Paul's we believe that marking should:

- positively acknowledge achievement and enhance learning
- identify future targets for development
- provide opportunities for children to respond to marking and feedback
- motivate pupils to develop skills
- inform our future planning
- be oral and/or written
- encourage pupils to evaluate their own progress
- be positive

Marking should always be related to the learning objectives/success criteria. We aim to give immediate feedback to the whole group and to mark at least some of a child's work in his/her presence. This provides for:

- immediate feedback
- a better understanding of learning objectives
- further input from the child
- decisions on the next step forward

We believe that a child's success should be acknowledged and celebrated. When marking work we aim to be positive and give comments which will enhance future learning.

MARKING OF WORK MAY BE ORAL OR WRITTEN

1. Verbal Feedback:-

Verbal feedback is potentially the most effective form of feedback, which can lead to immediate improvement. Teachers' verbal feedback needs to be focused mainly around the learning objectives for the task. Feedback can be given to an individual, to a group or to the whole class. Verbal feedback should be recorded in books as VF.

2. Quality Marking:-

Marking should be positive, clear and appropriate in its purpose – it needs to offer positive benefits to staff and children, and the outcomes need to be fed back into planning. When work is marked away from the children we need to consider.

- Can the children read and understand your comments?
- Do you allow them time to read your marking and respond to next steps?
- Do you allow time for some improvement on the work to be made before moving on to the next activity?

3. Two stars and a wish

Good practice is to follow the two stars and a wish policy. Praise two aspects of the work and give one next step target.

4. Pupil Marking

It is sometimes appropriate for the pupils to mark their own work as part of a class activity so pupils receive immediate feedback and strategies and misconceptions are shared and resolved. Closed exercises can also be marked by pupils and misconceptions shared and resolved.

5. Paired Response and Marking

This is when two children discuss their findings, thoughts, ideas or answers together before giving a response to the class or the teacher. They can be paired, in mixed ability and ability groups. It engages all children in the lesson, develops collaborative and active learning, clarifies thoughts, and it makes it a 'safe to talk' environment. It can occur in the introduction, independent work and plenary. A response partner helps you with your work, tells you the truth about your work, and helps you to make your work better.

We want to involve children in the analysis and constructive criticism of their own work.

7. Marking Codes

These codes will be used whilst marking to assist in clarity:

VF	-	verbal feedback
I	-	independent work
M	-	modelled
S	-	marked by supply teacher
Initials or name	-	when work is marked by anyone other than the class teacher
G	-	guided with support

CLASSROOM ORGANISATION

MARKING – English

Foundation and Key Stage 1

Work should be marked in pink for positive aspect ‘tickled pink’ and green for targets ‘green to grow.’

Work may be marked both during and after completion of a task. Verbal comments are given on both individual progress and on the group’s ability to complete a given task. Sometimes, a child receives verbal feedback whilst he/she is working. Only short written comments are made, if the child is able to read them, and these would identify the positive and suggest a path for future progress. Selected mistakes identified appropriate to the age group. These would often be related to the learning objectives of that particular session.

Spelling errors are identified with the child during the writing process or at a later stage and children may be expected to correct some of the words they should know. Age appropriate High Frequency words must be corrected.

Children are given positive feedback by the teacher or child reading out of pieces of work which display some of the features required during that session. Verbal comments given to the group after work is completed would show how certain pieces of work achieved a given target.

Key Stage 2

Work is marked in pink for positive aspect ‘tickled pink’ and green for targets ‘green to grow.’

Verbal comments may be made to individuals about their own progress, either during work or as soon as possible after marking. Written comments are made on work which is marked after the completion of a task. Written and verbal comments aim to be positive and suggest steps for development. These would include suggestions on alternatives eg. using a variety of sentence structures with examples e.g. At that moment , Meanwhile. Marking can include requests e.g. write a sentence beginning with an imperative verb.

During the lesson good examples which achieve the session’s objectives could be read out. Children are asked to consider why a particular piece of work is good, or achieves given targets. Common errors would also be discussed and solutions suggested in a mini plenary. Verbal comments may be made at the end of a session and at the beginning of the next session to report back on achievements and suggest strategies for dealing with areas of difficulty.

Repeated mistakes are identified by the teacher. Spelling errors are identified with a line drawn under the word and an s, to enable the child to find the correct spelling, or the correct version may be written in the margin. Spelling corrections must be written out three times. after first ruling off and writing the date and title corrections. Capital letters or missing capital letters would be written in correctly by the teacher so that children could correct them in a subsequent draft of their work. Other punctuation is identified by the teacher and included in the target. Children may be asked to

correct their punctuation and grammar. The number of errors identified is limited so that the child is better able to focus. If children make a repeated error they would normally write it out correctly. As children progress through Key Stage 2 they are increasingly expected to find and rectify their own mistakes. Use of class dictionaries assists with this process. They would also be expected to look at ways in which to develop or improve the quality of their ideas.

MARKING- Maths

Foundation and Key Stage 1

Work is marked in green.

At the beginning of the Foundation Stage, work is not always ticked or crossed but errors are identified verbally. As children progress through Key Stage 1, usually during Year 1, work is marked with a tick or cross as appropriate. Following this, children are expected to correct their mistakes before starting anything fresh. Children are expected to correct reversed numbers and may do a line of the correct number for practise.

Key Stage 2

Work is marked with a circle in pink. Children are expected to show their working out as appropriate.

When children begin to work in exercise books they are expected to:

1. The page should be divided in half vertically
2. Rule off, using a ruler, at the end of the day's work.
3. Write the date, numerically.
4. Write the book, page and number of question for each calculation or to record the lesson's learning objective.

Children will correct their work, when this is appropriate.

Sometimes, after tests or other work, children may mark their own or another child's work with a different coloured pen or pencil.

MARKING - Other Subjects

All subjects have specific learning objectives and marking should be related to these. Verbal and written comments aim to be positive and suggest steps for further development.

For more specific subject guidance see the relevant scheme of work.

PRESENTATION

In considering our Presentation Policy our priorities have been:

- consistency of High expectations
- encouraging pupils to take a pride in the presentation of their work

See the attached tables for detailed guidance

EQUAL OPPORTUNITIES

Teachers should be aware that all children are entitled to the same opportunities regardless of gender, race or social background. When marking pupil's work care should be taken not to disadvantage certain groups or allow dominant personalities or groups to demand attention or feedback at the expense of less demanding groups. When giving pupil's work we are aware of the need to give each child adequate time for individual feedback.

SPECIAL EDUCATIONAL NEEDS

Pupils with Special Educational Needs may need support when evaluating their own progress and care must be taken to set targets which are within their reach. It may also be appropriate to provide them with different exercise books (eg. Wider lines for writing). The ability of the child must be related to our expectations for him/her. Particular care is given to ensuring that SEN pupils are given adequate verbal feedback whilst they are working to ensure that problems and achievements are identified at an early stage.

EVALUATION

The effectiveness of this policy is monitored through discussions between class teachers and the Assessment Co-ordinator. Problems are identified and future strategies discussed and agreed. Work may be sampled to check for consistency of practice and to identify future paths for development.